AN ANALYSIS OF GENERIC STRUCTURE IN STUDENTS' WRITING OF AN ANALYTICAL EXPOSITION TEXT AT GRADE XI OF MAN 2 PADANG IN THE 2015/2016 ACADEMIC YEAR

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Abstract

Penelitian ini adalah penelitian deskriptif yang bertujuan untuk menganalisis bagaimana tulisan siswa di dalam menulis teks *analytical exposition* di lihat dari struktur teks *analytical exposition* itu sendiri, yaitu Thesis, Argument, dan Reiteration. Dalam penelitian ini penulis menggunakan rubrik penilaian yang di adaptasi dari teori Hamp-Lyons yang digunakan oleh tim *assessors* yang ahli di bidang writing dan penulis sendiri untuk menilai tulisan siswa tersebut. Instrumen yang digunakan adalah menulis teks *analytical exposition* berdasarkan tiga buah topik berbeda. Penelitian ini dilakukan di MAN 2 Padang untuk siswa kelas XII tahun ajaran 2015/2016. Jumlah tulisan siswa yang terkumpul adalah 100 buah teks, dan 25 buah teks di ambil secara acak sebagai sampel untuk di analisis. Hasil analisis menunjukkan bahwa kemampuan siswa dalam menulis thesis, argument dan reiteration termasuk kedalam kategori *good*. Untuk hasil yang lebih baik lagi, guru Bahasa Inggris diharapkan untuk banyak memberikan latihan menulis kepada siswa untuk berbagai jenis teks di dalam Bahasa Inggris, khususnya teks *analytical exposition*. Bagi peneliti selanjutnya dapat menggunakan penelitian ini sebagai referensi untuk mengembangkan penelitian berkaitan dengan teks *analytical exposition* yang lebih baik lagi kedepannya.

Key Words: *menulis, teks analytical exposition, generic structure.*

A. INTRODUCTION

There are four main English skills stated in curriculum 2004 that have the same proportion to be mastered by Senior High School students. They are listening, speaking, reading, and writing. Among of the four skills, writing is one of the main skills that needs special ways to be mastered by the students. Making

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a good writing is not instant. Putting what the writer thinks into a good writing through many processes, need practicing, editing, and revising. The process of writing is not only writing what the writer feels, but also conveying the message to the readers.

Writing is a productive skills that have to be done by the students in the school by doing some activities such as making an assignment, taking notes, write an essay, letter and many others. Arianto, Refnaldi, and Rosa (2016) also says "writing is not only an activity in using good language, but also the ability to create unity of the text. So, all of those activities require the students have to know well about the writing activities, process, and techniques. However, in writing activity, students still face many difficulties and problems especially for write an essay. Many students still assume that writing an essay is the most difficult task among the other writing task.

In Senior High School, based on English Kurikulum (KTSP) writing an essay are taught through in the various kind of genre or text materials. There are several kinds of text that shold be learned by the students, they are narrative, descriptive, report, discussion, review, hortatory, and analytical. However, students still have many problems to write several kinds of text especially for analytical exposition text. Anlytical exposition text is a text that need students' critical thinking on it about one important issue. Student have to know well how to elaborate their arguments and idea about the topic. Analytical is one of difficult genre because students are not required have a good writing skills, but also it needed their critical thinking.

Martin and Rose (2008:118) state that analytical exposition text is a piece of text in which some thesis is exponded and argued for and included into one of difficult genres that student learn in writing functional text, because in analytical exposition text the author must analyze the event. In addition, the researcher done the prelimanary research in MAN 2 Padang, it showed this text is still considered difficult because students' score in this topic was still low and under of the standard score. The researcher also took three to five students' writing of analytical exposition texts, it found they still have many problems in writing, especially for this kind of text. This statement is also supported by the previous research that have been done by Almita (2008) and Silfia (2014) about analytical exposition text in which it is found that students still have many difficulties and problems.

Some of the problems that the researcher found in the prelimanary research and informal interview with some students in MAN 2 Padang are ; first is the content of the students' writing. A good analytical expositon text must have the three parts of the generic structure, however most of the students does not aware with this. They write an analytical exposition text that has a similar generic structure with hortatory exposition text. Generic structure of analytical exposition and hortatory exposition text almost same but have differences in the last

paragraph, analytical exposition text has a reiteration which restate the thesis from the first paragraph while in hortatory called as a recomendation which state the recomendation from the writer about the issue. Second, they still have difficulties in generating their ideas into written text, it is still hard for them to arrange the words become sentences and paragraphs. Third, is a lack of vocabulary and grammar problems, students found it difficult to choose the best word for a sentence when they made their own writing.

Therefore, based on the problems above, this research focus in order to look at the extent to which the analytical exposition texts viewed from generic structure written by the second grade students of MAN 2 Padang fulfill the criteria of good analytical exposition text. Generic structure is the way in which elements of a text are arranged to match its purpose. This structure can be observed by readers, and writers will use this knowledge to structure their writing, depending on their purpose. Research in writing is very important to be conducted in order to help both teacher and students in learning and teaching process. Lock (1996) states that analyzing students' text is very important to help English teacher to find out students' difficulties in writing. By knowing the students' difficulties, it can lead the teacher to help the students' problems.

B. RESEARCH METHOD

This is a descriptive research which was aimed to describe the generic structure of analytical exposition text written by the students at grade XI of MAN 2 Padang. The population of this research are 100 texts (100%) of an analytical exposition text written by 100 second grade students of MAN 2 Padang, and 25 pieces (25%) of texts were taken randomly as a sample which taken by giving writing test as the instrument. Then, the assessors use rubric scoring of an anlytical exposition text as stated below to assess students' writing and give the score for each of them.

RUBRIC SCORING OF WRITING AN ANALYTICAL EXPOSITION TEXT FOR GENERIC STRUCTURE

Thesis

NO	Score Level	Category	Criteria
1	3,1-4	Very Good	- It has a thesis statement and main idea that related to the topic that stated very clearly. - It indicates the writer's position about the topic.

NO	Score Level	Category	Criteria
			• It has specific topic and opinion.
2	2,1-3	Good	• It has a thesis statement that related to the topic. • It indicates the writer's position about the topic. • Having broad topic and opinion.
3	1,1-2	Adequate	• It has a thesis statement but not clearly stated. • Didn't mention the writer's position about the topic. • Having too broad topic and opinion.
4	0,1-0	Poor	• It does not have a thesis statement or not related to the topic . • The writer's position about the topic is not stated. • Having too broad topic and opinion.

Argument

NO	Score Level	Category	Criteria
1	3.1-4	Very Good	• Have one very clear topic sentence that is related to the thesis statement. • Have supporting details that are related to the topic sentence. • Supported by knowledge like definition, data, examplification, and analysis.
2	2.1-3	Good	• Have one topic sentence that is related to the thesis. • Have supporting details that are related to the topic sentence. • Argument does not have enough supporting knowledge like definition, data, examplification and analysis.
3	1.1-2	Adequate	• Have one topic sentence • Have supporting details • Argument does not have supporting knowledge.

4	0.1-1	Poor	• Have one topic sentence but it is not related to the thesis. • Arguments have unrelated supporting details. • Argument does not have supporting knowledge.

Reiteration

NO	Score Level	Category	Criteria
1	3.1-4	Very Good	• Restated the thesis or writer's position with different way from the thesis statement. • Have a brief conclusion that related to the topic. • Reiteration does not have any new materials or explanation about the topic.
2	2.1-3	Good	• Restated the thesis or writer's position similar to the thesis statement. • Have a conlcusion that is related to the topic. • Reiteration does not have any new material or explanation about the topic.
3	1.1-2	Adequate	• Restated the thesis or writer's position but not related to the topic. • Reiteration does not have a conclusion • Mention new materials or explanation about the topic.
4	0.1-1	Poor	• Reiteration do not restated the thesis or writer's position. • Reiteration does not have a conclusion. • Mention new materials or explanation about the topic or

			mention unrelated to the topic.

Adapted from Homp-Lyons (1994) by combining with the generic structure of analytcal exposition text

Then, the total score of students writing from each part of generic structure was obtained by using the following formula:

$$TS = \frac{T+A+R}{3}$$

TS = Total Score
T = The scores of students' Thesis
A = The scores of students' Argument
R = The scores of students' Reiteration

The total scores from the assessors was calculated in order to get the mean. After that the researcher calculated the percentage of the analytical exposition text for Thesis, Arguments, and Reiteration through the following formula below. This formula is taken from Sudjono (2008) that is explained in the table percentage:

$$P= \frac{F}{N}X\ 100\ \%$$

P = percentage of (thesis, argument, reiteration) written by students
F = frequency of students that got score for(thesis, argument, reiteration)
N = the total of the whole students (25 students)

Then, students writing was categorized into these categories (Hamp-lyons, 1992):

Table 1: The rating qualities for students' writing

Score	Rating Qualities
3.1-4	Very good
2.1-3	Good
1.1-2	Adequate
0.1-1	Poor

Next, based on the the data of students' score from each scorers, the researcher analyzed students' writing descriptively based on the categorization of their generic structure. The description of students' writing was explained specifically so that the readers can understand and comprehend it easily.

C. FINDING AND DISCUSSION

The data were analyzed based on the three research questions in chapter I. First, how is the Thesis of analytical exposition text written by the students of MAN 2 Padang. Second, how is the Argument of analytical exposition text written by the students of MAN 2 Padang. Third, how is the Reiteration of analytical exposition text written by the students of MAN 2 Padang.

The result from the data is showing in the following table.

Table 3: Final Result of the Data

	Very Good	Good	Adequate	Poor	Total
Thesis	8 %	56 %	24 %	12 %	100 %
Argument	16 %	52 %	20 %	12 %	100 %
Reiteration	8 %	80 %	12 %	0 %	100 %

1. **Thesis**

Table 1. The Description of Students' Thesis Paragraph of Analytical Exposition Text

Score	Criteria	Frequency	Percentage
3.1-4	Very Good	2	8 %
2.1-3	Good	14	56%
1.1-2	Adequate	6	24%

0.1-1	**Poor**	**3**	**12%**
	Total	**25**	**100%**

The table shows that almost all of the students have a good score in writing a thesis in the analytical exposition text. There are 2 students categorized into very good category, 14 students for good category, 6 students for adequate category, and 3 students categorized into poor category. Generally, from the percentage it can be seen that the quality of students' thesis in writing analytical exposition text belong to the "good" category.

2. Arguments

There were two or more of arguments paragraph from students' writing of analytical exposition text. The assessors gave the score for each paragraph and divided them with the number of arguments paragraph that student has. In this part, arguments should consists of a point and elaboration sequnce, it develops and supports each point or argument, and the number of points may vary, but each must be supported by discussion and evidence.

Table 2. The Description of Students' Arguments Paragraph of Analytical Exposition Text

Score	Criteria	Frequency	Percentage
3.1-4	**Very Good**	**4**	**16 %**
2.1-3	**Good**	**13**	**52%**
1.1-2	**Adequate**	**5**	**20%**
0.1-1	**Poor**	**3**	**12%**
	Total	**25**	**100%**

Based on the data above, it shows that the arguments paragraph for analytical exposition text written by the students in MAN 2 Padang is in good category. The data show that there are 4 students get very good category, 13 students get good category, 5 students get adequate category, and 3 students get poor category.

3. Reiteration

Reiteration is the last paragraph from an analytical exposition text which restated the idea in the first paragraph. Some criterias that should fullfil as a good reiteration are restated the thesis or writer's position with a different way from the

thesis statement, have a brief conclusion that related to the topic, and does not have any new materials or explanation about the topic.

Table 3. The Description of Students' Reiteration Paragraph of Analytical Exposition Text

Score	Criteria	Frequency	Percentage
3.1-4	Very Good	2	8 %
2.1-3	Good	20	80%
1.1-2	Adequate	3	12%
0.1-1	Poor	0	0%
	Total	25	100%

After the assessors rate the students' analytical exposition text and the researcher analyze each part of them; thesis, argument, and reiteration, it can be stated that it revealed the students' ability in writing analytical exposition text were good for each part of generic structure. It was found that the quality of generic structure of analytical exposition text that written by second grade students in MAN 2 Padang was fair. However, there are some problems in lexico grammatical, like using appropriate tenses, some mistakes in vocabulary, diction, punctuation, and spelling error.

D. CONCLUSIONS AND SUGGESTION

After the data were analyzed and found the students' problem in writing an analytical exposition text, the researcher proposes some suggestions for the next researcher and also the teacher for a better learning and teaching process for the future as follows:

1. Teacher must give a more time for teaching writing section since in the Senior High School generally writing section was not getting a full attention by both teacher and students, whereas there so many situations and case in the future that make the students have to be able using English in spoken and written form, like applying a scholarship, hunting a job, and get along to the international community.

2. In teaching writing, teacher must teach the students how to organize the ideas and put them into writing. There are so many ways and technique in doing pre-writing to arrange the idea like mind mapping, rationale diagram's application, outlining, brainstroming, etc. This technique will help the students how to find the idea and avoid to write too general topic that will limit the topic in one important issue.

3. For the next researcher that want to conduct the research, especially about an analytical exposition text can find the other problems except about the generic structure and find the others students' problem in writing, and also by knowing the result of the data from this research, a researcher who wants to conduct an experimental research or classroom action research can find the newest and effective method to teach writing especially an analytical exposition text by considering the result and finding from this research.

4. Last, the academician, teacher, lecturer, and researcher can find new strategies or ways to teach writing that a lot of fun, understanable, effective and comprehensive to be learned by the students.

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